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ABSTRACT

This report describes the procedures and accomplishments of the first year of a multiyear project to develop a "2 + 2" articulated training program in health careers that links the last 2 years of secondary and the first 2 years of postsecondary training to prepare students for employment in one or more occupations. A related goal for this project is to develop an evaluation, student monitoring, and follow-up system. The Instructional System Development (ISD) model was selected as a design conducting the project. Step one of the model provided for conducting analytical studies that determine inputs and outputs of the subsystems and formed the beginning point for curriculum development. Step two of the model initiated the planning and development of the curriculum, courses, instructional materials, and job performance and standards. The document describes four tasks conducted during the first year: (1) organization of a technical advisory committee; (2) design of a 2 + 2 articulated curriculum program; (3) preparation of final recommended student prerequisites for each basic course outline; and (4) project evaluation. The 2 + 2 articulated curriculum for the registered nurse include: (1) a brief description of registered nursing occupation; (2) the basic curriculum objective; (3) course titles in sequential order by grade level; (4) course descriptions; (5) course prerequisites; (6) supporting academic courses; and (7) employment levels from different exit points in the curriculum. Three appendices--minutes of the technical advisory committee meetings, community occupational survey form, and profile of nursing competencies--are included. A brief third party evaluation report is also included. (NLA)

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"2+2" Articulated Health Occupations Project

FIRST YEAR FINAL REPORT

JUNE 1989

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FIRST YEAR REPORT

**"2+2" Articulated Health Occupations Project
Nursing Program**

**Sponsored by:
Texas Education Agency
Division of Vocational Education**

**Conducted by:
Paris Independent School District**

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Project Officer: Robert Patterson, Director
Vocational Education Programs
Texas Education Agency
Austin, Texas

Contractor: Paris Independent School District
Paris, Texas

Project Staff: Ken Emery, Project Administrator
Bill E. Lovelace, Instructional Design Specialist
Barbara Robertson, Curriculum Specialist

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or policy.

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Ms. Ella Bedgood
HOE Teacher/Coordinator
Atlanta ISD
Atlanta, Texas

Ms. Donna Broach, Ed. Director
Titus County Hospital
Mt. Pleasant, Texas

Ms. Cora Clay
Board of Nurse Examiners
Austin, Texas

Mr. Michael Dennehy, Counselor
Northeast Texas Community College
Mt. Pleasant, Texas

Mr. Kenneth Emery, Director
Vocational Education
Paris ISD
Paris, Texas

Ms. Robbie Franklin, RN
St. Joseph Hospital
Paris, Texas

Ms. Kathy Gooding, RN
McCuistion Regional Medical Center
Paris, Texas

Ms. Linda Gordan, RN
Texas High School
Texarkana, Texas

Mr. Leonard Harcrow
Vocational Director
Mt. Pleasant ISD
Mt. Pleasant, Texas

Ms Virginia Holmes, R.N.
Paris Junior College
Paris, Texas

Mr. Ladayne Johnson, Director
Voc-Tech Education
Marshall ISD
Marshall, Texas

Ms. Sandy Lutrell, Counselor
Mt. Pleasant ISD
Mt. Pleasant, Texas

Ms. Carrie Nelson, Ph.D.
Coordinating Board
Austin, Texas

Ms. Vicki Oglesby
Dean of Applied Science
Paris Junior College
Paris, Texas

Mr. Robert Patterson, Director
Vocational Education Programs
Texas Education Agency
Austin, Texas

Mr. Barry Russell, Director
Research and Development
Paris Junior College
Paris, Texas

Ms. Jane Tagney, RN
St. Joseph Hospital
Paris, Texas

Mr. Gary Tucker
Director of Nursing
McCuistion Regional Medical Center
Paris, Texas

Ms. Billie Viehe, Counselor
Paris ISD
Paris, Texas

Josie R. Williams, MD
2850 Lewis Lane
Paris, Texas

Acknowledgements
(continued)

Ms. Marilyn Woods
Placement Coordinator
Paris Junior College
Paris, Texas

Also gratitude is expressed to the staff of the companion 2+2 project conducted by the Paris Junior College of Paris, Texas.

Vicki Oglesby, Project Administrator
David Ingram, Principal Investigator

A very important "thank you" is extended to the consultants of both projects who devoted many evenings and weekends analyzing and synthesizing data and reporting the data in useable form.

Consultants who contributed to project results are as follows:

Ms. Cynthia Amerson, RN
Northeast Texas Community College
Mt. Pleasant, Texas

Ms. Deborah Cody, Coordinator
Health and Medical Occupations
Northeast Texas Community College
Mt. Pleasant, Texas

Dr. Bill Lovelace
University of North Texas
Denton, Texas

Ms. Barbara Robertson
Health Occupations Teacher/Coordinator
Paris High School
Paris, Texas

Ms. Nancy Stevenson
Health Occupations Teacher/Coordinator
Marshall High School
Marshall, Texas

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I

Introduction

A. Background

The Texas Master Plan for Vocational Education Part I, B, Goal 7, Strategy 7-A has identified as a student outcome of 2+2 programs "Program completers will be better prepared to succeed in postsecondary high technology programs." Part I, A, Goal 7, management action plan 7-A1 of the Master Plan refers to the 2+2 concept as the linkage of secondary technical education curriculum and the postsecondary technical education curriculum. Part II, Goal area III, Goal 2 of the Master Plan states:

"To develop pilot "2+2" vocational programs to link secondary and the postsecondary programs for specific occupations. The first two years of the program would begin in high school; the last two years would be completed at the postsecondary institution."

The section of the Master Plan cited above implies that a 2+2 secondary - postsecondary program, for a specific occupation, would be designed as an articulated curriculum beginning at grade 11 and continuing through grade 14. An articulated curriculum has been defined as a specific curriculum which is cooperatively designed and conducted by two or more institutions at different educational levels i.e., secondary - postsecondary, 2 year postsecondary - 4 year postsecondary. As used in this application a curriculum is defined to mean a program of instruction consisting of a series of sequential courses which achieves a specified goal or objective. A vocational program or curriculum would prepare an individual for employment in a specific occupation or a cluster of related occupations.

The Governor's Task Force recommended (Recommendation 6): "...that statewide programs be developed and implemented to link two years of secondary to post-secondary vocational education." The Governor's Task Force also stated in Recommendation 6: "at the secondary level, emphasis should be on the basics and providing a technical foundation for vocational education." Recommendation 6 also emphasized that "articulated curricula" should be developed.

The emphasis for improving the quality and delivery of instruction for technical occupations has resulted in a joint effort of the Texas Education Agency and the Texas Higher Education Coordinating Board to sponsor the development and implementation of "2+2" articulated curriculum projects. The Paris Independent School District was a successful applicant for the secondary component of the "2+2" articulated curriculum project for health occupations project sponsored by the Texas Education Agency.

Paris Community College was the successful bidder for the postsecondary component of the project sponsored by the Texas Higher Education Coordinating Board. Both projects have been conducted cooperatively as if they were one project.

Training in health careers was selected for this 2+2 project for three specific reasons. First, health careers, specifically nursing occupations, was selected by the Texas State Board for Vocational Education as a priority for occupational instruction. Secondly, the cooperating institutions serve a specified labor market area in which the employment opportunities in health careers exceed the potential supply of qualified employees. Third, the majority of health occupations are technical and provide a structured career ladder of occupations for which there is a common core of knowledge and competencies.

The long range goal of the project is to develop a 2+2 articulated training program, in health careers, that will link the last two years of secondary and the first two years of postsecondary training to prepare students for employment in one or more occupations.

This report has been prepared to describe the procedures and accomplishments of the first year of a multi year project.

B. Definition of Terms

Competency - a grouping of tasks, knowledge, and attitudes needed for the performance of a job or function. The performance of a job or function may require the use of one or more competencies.

Course - organized subject matter in which instruction is offered within a given period of time, and for which credit toward graduation or certification is usually given.

Course of Study - (1) strictly, an official guide prepared for use by administrators, supervisors, and teachers of a particular school or school system as an aid to teaching in a given subject or area of study for a given grade, combination of grades, or other designated class or instruction group; may include the aims of the course, the expected outcomes, and the scope and nature of the materials to be studied, with suggestions as to suitable instructional aides, textbooks, supplementary reading, activities, suggested learning experiences, teaching methods, and measurement of achievement; (2) sometimes loosely and incorrectly used as a synonym for curriculum.

Curriculum - pL curricula; (1) a systematic group of courses or sequences of subjects required for graduation or certification in a major field of study, for example, social studies curriculum, physical education curriculum; (2) a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field; (3) a group of courses and planned experiences which a student has under the guidance of the school or college; may refer to what is intended, as planned courses and other activities or intended opportunities or experiences, or to what was actualized for the learner, as in actual educational treatment or all experiences of the learner under the direction of the school.

Curriculum Guide - a substitute for a formal course of study in which desirable content is suggested rather than prescribed; includes important goals and a variety of learning experiences, teaching aids, and evaluation techniques from which those considered best suited to a particular situation may be selected.

Element - the smallest step into which it is practicable to subdivide any work activity without analyzing separate motions, movements, and mental processes.

Essential Element - as used in this report an essential element is interpreted to mean; (1) fundamental skills/knowledge which are central (core) to the objectives of the instruction or curriculum being pursued; (2) a course of study; or (3) a unit of instruction if the course is of more than one semester in length.

Job or Function - the major divisions of an occupation. Examples of the jobs or functions of a teacher are instruction, student guidance, professional development, etc. A job or function may be composed of one or more competencies necessary to complete a job or function.

Occupation - a specific occupation in an occupational division. A vocational instructor (teacher) is a specific occupation in the occupational division of education.

Occupational, Division - Divisions or occupational areas within an occupational field or category. Education is a division of the field of professional occupations.

Occupational, Field - a categorical clustering of occupations such as professional occupations, agricultural occupations, etc.

Program, Instructional - (1) an outline of the contemplated procedures, courses, and subjects offered by a school over a given period of time.

Program, School - (1) the entire offering of the school. Including the out-of-class activities, and the arrangement or sequence of subjects and activities; syn. educational program; (2) syn. program of studies.

Program, Vocational - a planned sequence of courses and/or activities to meet an occupational training objective. As used in this project they are defined and coded in the Classification of Instructional Programs, NCES, 1981.

Task - is composed of one or more elements and is a distinct and identifiable activity that constitutes logical and necessary steps in the performance of work.

II. OBJECTIVES

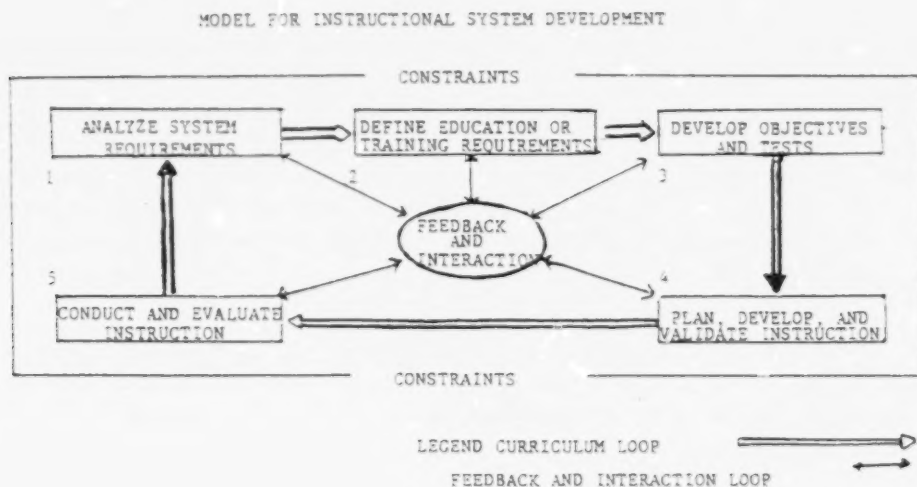
The objectives of the first year of the secondary project were:

1. To develop a secondary competency based occupational training program/curriculum linked to and in cooperation with a two year postsecondary development program.
2. To develop an evaluation, student monitoring and follow-up system.

III. PROCEDURES

A. Project Design

The Instructional System Development model developed by the U.S. Department of the Air Force was selected as a design for conducting the project. The Instructional System Development model conformed to the specifications of the Request for Application issued by the Texas Education Agency. A graphic description of the Air Force model is provide below.



Step 1 of the model provided for conducting analytical studies which determine inputs and outputs of the subsystems and formed the beginning point for instructional system (curriculum) development. Analysis of the system (in this case employers of persons in health occupations), identified the competencies performed by the employees in meeting the job requirements of the employers. In addition to the identification of the job competencies, the analysis identified who performed the competencies and the knowledge necessary for performance of the competencies.

Step 2 of the model initiated the planning and development of the curriculum, instructional content (courses), instructional materials, and job performance and standards. The job performance and standards provided for:

1. Performance and instructional design requirements;
2. Equipment and personnel functions;
3. Equipment and facilities required to conduct instruction;
4. Human (job) performance requirements; and
5. Instructional personnel, training, training equipment, and technical requirements.

The degree or level of proficiency for each knowledge and competency was also identified in Step 2 of the instructional development system.

B. Project Tasks

The Paris ISD proposed to conduct the first year of the project for twelve months. The contract for the project was awarded five months after the proposed starting date. As a result of a late start, all of the task proposed to be completed during the first year of the project could not be performed. The tasks that were performed are described in the following narrative.

TASK 1. ORGANIZE AND USE A TECHNICAL ADVISORY COMMITTEE (TAC)

In order to involve and obtain expertise from other organizations external to the project staff, a technical advisory committee was used to obtain linkages with other agencies and organizations. The TAC members served three major roles to the project: 1) as a steering committee to the project staff; 2) reviewed and approved of all research/development activities and project products submitted to TEA; and 3) as resource persons in providing technical assistance to the project staff.

The TAC members were representative of agencies and organizations who have an interest and commitment to the development of a 2+2 articulated curriculum for health occupations. The membership of the TAC was presented in the ACKNOWLEDGEMENTS of this report. The TAC was convened four times during the first year of the project. Copies of the minutes of each of the TAC meetings is presented in appendix A.

TASK 2. DESIGN AND DEVELOP A 2+2 ARTICULATED PROGRAM (CURRICULUM)

The design and development of the 2+2 Health Occupations Curricula began with a survey of the respective communities of the secondary and postsecondary institutions participating in the project. An occupational survey of health providers was conducted to determine the priority health occupations for which the 2+2 articulated curricula would be developed. It was anticipated, and therefore proposed in the application, that the occupation of registered nurses would be the priority program for which the 2+2 articulated curriculum would be developed.

At the first meeting of the Technical Advisory Committee (TAC) a draft of the community occupational survey was presented. The TAC approved the draft survey form and proposed procedures for conducting the survey. A copy of the survey form is shown in appendix B.

The occupational survey was conducted in the geographic area served by the participating secondary and postsecondary institutions listed below:

- a. Paris Independent School District
- b. Paris Junior College
- c. Mt. Pleasant Independent School District
- d. Northeast Texas Community College
- e. Marshall Independent School District
- f. Atlanta Independent School District

The occupational survey was conducted during the months of December 1988 and January 1989. The data obtained by the survey was compiled by the project staff. The occupations were prioritized in relation to the number of employment opportunities for the occupations identified by the occupational survey. The priority of occupations by employment opportunities were:

1. Registered Nurse and subordinate occupations of Licensed Vocational Nurse and Nurse Aide.
2. Medical Laboratory Technician
3. Radiology Technician
4. Physical Therapy Assistant

The results of the survey were presented to the membership of the TAC. It was recommended by the TAC that a 2+2 articulated curriculum be developed, in sequence to the priority of the occupation, for the occupations of Registered Nurse, Medical Laboratory Technician, Radiology Technician, and Physical Therapy Assistant.

The project staff, using data from the occupational survey and a review of the literature, performed an occupational analysis of the priority health occupations, registered nurse, and subordinate occupations.

The review of the literature included but was not limited to the following:

- (1) State licensing requirements for the registered nurse and the licensed vocational nurse;
- (2) State instructional requirements for the nurse aide;
- (3) Job and task (competency) inventories obtained from the military and curriculum centers, and
- (4) State Board of Education Rules for Curriculum (chapter 75).

The occupational analysis identified the competencies performed by registered nurses, licensed vocational nurses, and nurse's aides.

A comparison of the competencies identified for each of the occupations revealed a commonality or "core" of competencies.

It was found the competencies identified for the registered nurse (RN) included the competencies identified for the licensed vocational nurse (LVN). Similarly it was found that the competencies identified for the LVN included the competencies identified for the nurse's aid (NA).

The list of sequential competencies resulted in a career ladder in nursing with the occupation of registered nurse being at the top of the ladder. A profile of nursing competencies by occupation is presented in appendix C.

A graphic description of the career ladder for nursing is shown in Figure 1.



Registered Nurse (BSN)

Registered Nurse (ADN)

Licensed Vocational Nurse

Nurse Aide

NURSING CAREER LADDER
Figure 1.

The competencies identified by the occupational analysis for nursing were clustered by function of each of the three occupations. The clustered competencies were then listed in sequence in an arrangement of "easy to difficult" and "simple to complex". The process of clustering and sequencing resulted in the competencies being grouped into courses with course titles being developed. Course titles were developed which gave a brief description of the instructional content.

The courses identified for the preparation of the registered nurse were analyzed for difficulty in relation to the "General Education Development". (GED) ratings developed by the U.S. Department of Labor. The GED components of reasoning, mathematics, and language provided the project staff and consultants with a basis for determining grade levels at which the course content could normally be mastered. The GED ratings not only provided data to assign courses by grade level, but also provided documentation as to which of the nursing occupations could be prepared for at the high school level.

The cooperative efforts of the staff and consultants of both the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (CB) sponsored in carrying out the above described process resulted in a draft of a "2+2 Articulated Curriculum for Nursing" being prepared and submitted for review to the Technical Advisory Committee. The draft of the articulated curriculum was revised, based on the TAC recommendations, and submitted to Dr. Carrie Nelson of the CB and Mr. Bob Patterson of TEA. The second draft was revised based on the recommendations of Mr. Patterson and

Dr. Nelson. The final revision of the 2+2 Articulated Curriculum for Registered Nursing is presented in Chapter IV, "Results and Benefits", of this report.

The staff and consultants of both projects are currently in the process of performing the activities described in Task 2 for the purpose of developing a 2+2 articulated curriculum for the occupational field of medical laboratory, radiology, and physical therapy during the second years of the project.

TASK 6. FINAL CAMERA READY RECOMMENDED STUDENT PREREQUISITES FOR EACH BASIC COURSE OUTLINE

The recommended student prerequisite have been included in the final 2+2 articulated curriculum described in Task 2. The project developed the student prerequisites by analyzing each of the identified and sequenced competencies. This analysis identified, in addition to the sequencing of courses, specific academic achievement essential to the successful attainment of a competency. Other student prerequisite required by law or state agency were included in the recommended student prerequisite. The recommended prerequisites were included in the curriculum and will be included respectively in each of the basic course outlines for each course specified in the curriculum.

The staff and consultants of both projects are currently working cooperatively on Tasks 3, 4, 5, 6, and 7 in anticipation of having the eleventh grade course ready for implementation by the end of July 1989.

TASK 11 EVALUATE THE PROJECT

The project was evaluated on the basis of project installation, process, and product using a third party evaluator. The evaluation of the project is presented on the following pages.

THIRD PARTY EVALUATION

HEALTH OCCUPATIONS "2 + 2" PROJECT

This report is the result of the findings of the evaluation for the Health Occupations "2+2" Project conducted at Paris Junior College in cooperation with Project Staff and Technical Advisory Committee members during the 1988-89 school year. The evaluation process focused on the (1) Technical Advisory Committee, (2) tasks of the application (SAS) presented to the Texas Education Agency and the College Coordinating Board, (3) project products, and (4) project reports. Input to the evaluation consisted of information which was obtained by questionnaire from the project staff and the technical advisory committee. Interim reports, which included project products, actual attendance by the Third Party Evaluator at four TAC meetings, and minutes of TAC meetings were reviewed to determine the achievement of the project in relation to the evaluation stages as proposed.

Technical Advisory Committee

This part of the evaluation focuses on the creation and use of the Technical Advisory Committee for the project. Three specific questions were answered in evaluating the TAC stage of the project.

- A. Was the TAC created as proposed?
- B. Are the various agencies and organizations

proposed for representation on the TAC represented?

C. Was the TAC used as proposed?

Responses from the project staff and members of the technical advisory committee resulted in a 100 percent positive response to all three questions.

Tasks

Eleven questions were posed in relation to the evaluation of the tasks stage of the project.

- A. Was a "2+2" curriculum designed and developed?
- B. Were surveys of local businesses or industries conducted to determine program employment needs and job competencies for program graduates?
- C. Was the curriculum designed and developed for a competency based program utilizing specialty and core courses?
- D. Were course outlines developed for the postsecondary level?
- E. Were Competency Profiles developed?
- F. Was a list of necessary tools/equipment developed?
- G. Were basic course outlines developed?
- H. Were recommendations for student prerequisites developed?
- I. Were line drawings of recommended instructional facilities prepared?
- J. Were recommended teacher approval criteria developed?
- K. Were evaluation, student monitoring, and follow-up systems developed?

Responses to this set of questions varied. Unanimous positive responses were received for the question concerning the local surveys. Responses were split on the question related to developing recommended teacher approval criteria. Positive responses were received on all other tasks except the task related to evaluation, student monitoring, and follow-up systems.

The project staff worked extremely well even though delayed funding approval dictated a late start on the project. Tasks that were not accomplished were simply not possible in the limited time which was available. The excellence of those tasks completed exceeded the anticipated outcome of the project.

Project Products

Four questions were used in evaluating the products stage of the project.

- A. Were the proposed project products produced?
- B. Were the project products developed in accordance with the proposed specifications?
- C. Did the project produce additional products that will contribute to the total program?
- D. Were the proposed products produced within the time frame proposed?

The responses were overwhelmingly positive from project staff and TAC members concerning the products which were produced during the limited time frame.

Project Reports

Three questions were posed that related directly to the evaluation of the reporting stage of the project.

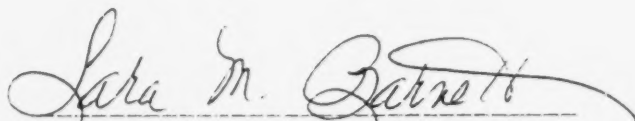
- A. Were reports prepared and submitted?
- B. Was sufficient information about the project programs provided to monitor the project performance?
- C. Did the project reports comply with the specifications stated in the proposal?

Responses from project staff and TAC members were all extremely positive with regard to reports. All respondents indicated that reports had been sufficient in scope and in sequence.

One additional question was posed regarding evaluation of the project; the responses were 100 percent positive. It seemed that the "2+2" health occupations project received a continuous evaluation by both project staff and TAC members. The third party evaluator was able to attend all four meetings of the TAC and was, therefore, able to observe the involvement of the project during its entirety of the first year of funding. The major problem encountered by all participants was the delayed funding which meant that the project was unable to begin until late autumn of 1988. If the "2+2" health occupations project had been able to start on July 1, 1988, it is the general feeling by project staff, TAC members, and the third party evaluator that all tasks would have been accomplished by the June 30, 1989 deadline.

The third party evaluator has reviewed documentation on file for the project, has listened to questions, comments, and arguments for/against specifics of the project, and has observed the enthusiasm with which the project staff and the

TAC members have successfully tackled a monumental and very timely task. Based on all these observations, I have found the "2+2" health occupations project to exceed the objectives of the Requests for Applications issued by the Texas Education Agency and the Coordinating Board. The implementation of the curriculum in the Fall of 1989 should promote and increase the health occupations educational opportunities for students and educational facilities in Texas.

A handwritten signature in cursive script, reading "Sara M. Barnett". The signature is written in dark ink and is positioned above a horizontal line.

Sara Mills Barnett, Ph.D.
Third Party Evaluator
June 29, 1989

IV

First Year Results and Benefits

Even with the late start of the project the following activities and products have been produced:

1. A commitment of the two postsecondary and three secondary institutions and representatives of the private sector has been made to develop and implement a "2+2 articulated curriculum" for the health fields of nursing, medical laboratory, radiology, and physical therapy.
2. A 2+2 articulated curriculum for the occupation of registered nurse has been developed. The 2+2 articulated curriculum for the registered nurse includes:
 - a. A brief description of the occupation of registered nursing;
 - b. The basic objective of the curriculum;
 - c. A list of course titles in sequential order by grade level;
 - d. A brief description of each course;
 - e. Prerequisites of each course;
 - f. Supporting academic courses; and
 - g. Levels (LVN - NA) at which a student may exit from the curriculum and be prepared for employment in the field of nursing

The 2+2 articulated curriculum for the registered nurse is presented on the following pages. A camera ready copy of the curriculum has been sent to the Texas Education Agency for reproduction and dissemination.

It is anticipated that other school districts and two year postsecondary institutions will be able to use the curriculum as a model for linking instructional activities of secondary and postsecondary education for the preparation of technical worker in the health industry.

ARTICULATED CURRICULUM
FOR
REGISTERED NURSE

Occupation: Registered Nurse

Job Description: Registered Nurse

The registered nurse renders professional nursing care to patients independently or in conjunction with care provided by physicians and other health care providers pursuant to the objectives and policies of the employing institution. Functions autonomously in order to carry out the decision making process.

Utilizes the nursing process to provide care to patients in a variety of health care settings. Collects data about patients, identifies specific needs/problems, develops and maintains plan of care, implements a plan of action, and evaluates outcomes of the interventions. Performs nursing techniques for the comfort and well-being of the patient. Assists with treatments and procedures according to physician's orders and nursing care plans. Observes, records, and reports to supervisor or physician patients' conditions and reactions to drugs, treatments, and significant incidents. Maintains patients' medical records on nursing assessments, actions taken and patient responses. Maintains patient and staff confidentiality.

Provides emotional support to patient, family and significant others. Explains procedures and treatments ordered to gain patients' cooperation and allay apprehension. Educates patients and significant others on an ongoing basis including discharge planning and follow-up treatment. Functions as a patient advocate and a member of a multidisciplinary team.

Serves as a positive role model and accepts responsibility in managing, supervising, and teaching Licensed Vocational Nurses, Nursing Assistants, Orderlies, and students. Delegates duties effectively. Demonstrates nursing techniques and procedures, and assists other personnel in rendering nursing care to patients. Effectively communicates with members of the multidisciplinary team.

Curriculum Objective:

The curriculum is designed to produce an individual with skills, knowledge, and abilities sufficient to pass the National Licensure Examination for Registered Nurses and who performs safely and effectively in a variety of clinical settings as a professional nurse within the bounds of the Nurse Practice Act. Graduates will be able to care for patients with multidimensional health care needs/problems.

COURSES BY GRADE LEVEL AND CREDIT FOR RN

	Grade	Credits
Health Careers I	11	2 - 3
Health Careers II	12	<u>2</u> - <u>3</u>
		4 - 6
Nursing Process	13	5
Nursing: Basic Needs I	13	6
Nursing: Basic Needs II	13	6
Nursing through the Life Span	13	6
Nursing: Complex needs I	14	8
Nursing: Complex Needs II	14	8
Entry to Professional Practice	14	<u>3</u>
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SECONDARY COURSES FOR RN PROGRAM:

	Grade	Credits
Health Careers I	11	2 - 3
Health Careers II	12	<u>2</u> - <u>3</u>
		4 - 6

SECONDARY PREREQUISITES FOR RN PROGRAM

Algebra I	Physical Science
Geometry	Biology I
Algebra II	Chemistry
	Anatomy and Physiology or Biology II

POSTSECONDARY COURSES FOR RN PROGRAM

	Grade	Credits
Nursing Process	13	5
Nursing: Basic Needs I	13	6
Nursing: Basic Needs II	13	6
Nursing Through The Lifespan	13	6
Nursing: Complex Needs I	14	8
Nursing: Complex Needs II	14	8
Entry into Professional Practice	14	<u>3</u>
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POSTSECONDARY - SUPPORT COURSES FOR RN PROGRAM

	Grade 13	14	Credit Hours
Introduction to Psychology	X		3
Human Growth and Development	X		3
Anatomy and Physiology I	X		4
Anatomy and Physiology II	X		4
College English		X	3
Sociology		X	3
Microbiology		X	4
Nutrition	X		3
Interpersonal Relations or Speech		X	3
Introduction to Computers		X	3
			<u>33</u>

SECONDARY COURSE TITLES

HEALTH CAREERS I - - GRADE 11

HEALTH CAREERS II - - GRADE 12

Grade 11 Course of Study
For 2+2 Registered Nurse Program

Objective:

The student will be provided the opportunity to develop and demonstrate the beginning level knowledge and skills for the occupation of a registered nurse in the 2+2 Articulated Health Occupations Program.

Course Description:

This is a one-year program that combines academic and clinical experience. Students will receive classroom instruction which includes lecture, classroom laboratory and individualized study. In addition the student will receive clinical experience in a health care facility. Students must complete this course to articulate to the next level in the 2+2 Articulated Health Occupations Program for the registered nurse.

Students may exit from the program at the end of the 11th grade and be eligible to take the state examination to become a nurse aide, providing the secondary health occupations program has been approved as a training program for nurse aide by the Texas Department of Health.

A 12th grade student may enroll in this course, but would not be eligible to pursue the 2+2 Program for a registered nurse.

Grade 12 Course of Study
For 2+2 Registered Nurse Program

Objective:

The student will have the opportunity to develop and demonstrate mastery of the knowledge and skills necessary to articulate to the postsecondary level for continued training as a registered nurse.

Course Description:

This is the second year of the 2+2 Articulated Health Occupations Program for Registered Nurses. Students must demonstrate mastery of the competencies taught in Grade 11 before enrolling in this course. This course will combine advanced academic and clinical experience in preparation for entering the RN program at the postsecondary level.

Students will receive classroom instruction which includes lecture, classroom laboratory and individualized study. In addition the student will receive clinical experience in a health care facility.

Upon completion of this course students may articulate to the postsecondary level for continued training as a registered nurse.

POSTSECONDARY COURSE TITLES

NURSING PROCESS

NURSING: BASIC NEEDS I

NURSING: BASIC NEEDS II

NURSING THROUGH THE LIFESPAN

NURSING: COMPLEX NEEDS II

NURSING: COMPLEX NEEDS II

ENTRY INTO VOCATIONAL PRACTICE

ENTRY INTO PROFESSIONAL PRACTICE

COURSE DESCRIPTIONS

NURSING PROCESS:

A 5 hour course focusing on theories of nursing practice, scope and standards of practice, beginning problem solving and the nursing process. Initial physical assessment, care planning, documentation, transcultural considerations, communication, and introductory patient teaching are included.

(3 hours lecture/6 hours lab per week)

* Course required for ADN and LVN curriculums.

NURSING: BASIC NEEDS I

A 6 hour course focusing on bio-psycho-social needs of medical-surgical patients. Emphasis is on application of the nursing process in a clinical setting for patients with needs relating to mobility, oxygenation, rest, bowel elimination, comfort, skin integrity, and safety. Discussion is conducted on surgical nursing. Principles of pharmacology, medication administration, and nutrition will be presented.

(4 hours lecture/6 hours lab per week)

* Required for ADN and LVN curriculums.

NURSING: BASIC NEEDS II

(A continuation of Nursing: Basic Needs I)

A 6 hour course that applies to bio-psycho-social needs of patients relating to circulation, physical regulation, sensation, perception, urinary elimination, fluid and electrolyte imbalance, and mental health. Focus is on applying theory of the nursing process to clinical problem solving. Emergency care is also included. Pharmacotherapy and nutrition are included with appropriate content.

(4 hours lecture/6 hours lab per week)

* Course required for ADN and LVN curriculums.

NURSING THROUGH THE LIFESPAN

A 6 hour course focusing on a nursing process approach to the bio-psycho-social needs of pediatric, adult and elderly patients, and families. Consideration is given to reproductive and obstetrical nursing. Pediatric, elderly, and obstetrical alterations in health are included.

(4 hours lecture/6 hours lab per week)

* Course is required for ADN and LVN curriculums.

NURSING: COMPLEX NEEDS I

An 8 hour course assisting the student in analysis and evaluation of the nursing process for patients with complex disorders in integumentary, respiratory, gastrointestinal, musculoskeletal, immune, and sensory systems. Decision making skills and clinical problem solving are emphasized. Psychosocial considerations, pharmacotherapy, nutrition, safety, and advance skills are included within the units.

(4 hours lecture/12 hours lab per week)

* Course is required for ADN curriculum.

NURSING: COMPLEX NEEDS II

(A continuation of Nursing: Complex Needs I)

An 8 hour course that includes concepts of advanced medical-surgical nursing. Complex needs of patients with disorders of cardiovascular, neurological, endocrine, obstetrical, renal, and multisystem disorders are presented. A nursing process approach and critical thinking skills are expected. Psychosocial considerations, pharmacotherapy, nutrition, and safety skills are included within the units.

(4 hours lecture/12 hours clinical per week)

* This course is required for the ADN curriculum.

ENTRY INTO VOCATIONAL PRACTICE:

Trends, issues, and ethical-legal issues are covered within this 8 hour course. Communication and management skills required of vocational nurses are discussed. The clinical component focuses on utilizing previous skills in the coordination and performance of patient care and nursing process at an application/analysis level

(6 hours lecture/6 hours clinical per week)

* Course is required for LVN Curriculum.

ENTRY INTO PROFESSIONAL PRACTICE:

Trends, issues and ethical-legal concepts of professional nursing are covered within this 3 hour course. Consideration is given to leadership, team management, advanced communication, and patient teaching concepts utilized in the care of groups of patients. The clinical component focuses on analysis and evaluation of a nursing process approach to patient care.

(2 hours lecture/4 hours clinical per week)

Course required for ADN curriculum.

**CURRICULUM FOR
LICENSED VOCATIONAL NURSE**

Occupation: Licensed Vocational Nurse

Generic Job Description: Licensed Vocational Nurse

A Licensed Vocational Nurse performs nursing tasks for which specific skills have been developed. Nursing care is provided to patients under the direction of the Registered Nurse or physician. An LVN may perform delegated tasks independently based upon the level of competence. The LVN effectively communicates in interpersonal relationships with patients, families, and other members of the health care team. The nursing process is utilized as a basis for developing and implementing a goal-oriented plan of care. The LVN may perform other duties as directed by the employing institution's policies.

Curriculum Objective:

The curriculum is designed to produce an individual capable of using technical skills and providing bedside care for patients of all ages within the bounds of the Vocational Nurse Act. The curriculum will prepare students to sit for a National Council Licensure Examination for Practical Nurses.

Exit Point for LVN

Students may exit from the 2+2 Articulated Health Occupations Program to become a Licensed Vocational Nurse, by successfully completing the following courses and obtaining a passing score on the National Council Licensure Examination for Practical Nurses.

Course Titles:	Grade	Credits
Health Careers I	11	2 - 3
Health Careers II	12	<u>2</u> - <u>3</u>
		4 - 6
Nursing Process	13	5
Nursing: Basic Needs I	13	6
Nursing: Basic Needs II	13	6
Nursing through the Life Span	13	6
Entry to Vocational Practice	13	<u>8</u>
		31

Postsecondary - Support Courses

13 14 Credit
Hours

Anatomy and Physiology I
Introduction to Psychology
Anatomy and Physiology II
Human Growth and Development
Nutrition

x 4
x 3
x 4
x 3
x 3
17

CURRICULUM FOR

NURSE AIDE

Occupation: Nurse Aide

Job Description:

A Nurse Aide performs tasks involved in providing nursing and personal care to clients under the supervision of qualified nursing staff members. Emphasis is on maintenance of daily living activities of these clients.

Curriculum Objective:

To produce individuals with skills and knowledge to provide basic nursing care.

To provide the student with sufficient knowledge and skills to pass a manual skills and written examination administered by the Texas Department of Health for Registry as a Nurse Aide.

Secondary Prerequisites:

Health Careers I

Other courses as determined by the student, parent, and counselor.

APPENDIX A

**Minutes of Meetings
of Technical Advisory Committee**

M I N U T E S

2+2 Health Occupations Program Technical Advisory Committee Meeting Alford Center, 105

Present:

Ms. Robbie Franklin
Ms. Barbara Robertson
Mr. Ken Emery
Mr. LaDayne Johnson
Mr. Stan Adamson
Dr. Bill Lovelace
Dr. Sara Barnett
Dr. Carrie Nelson
Mr. Paul Trull
Mr. Barry Russell

Ms. Jane Tangney
Ms. Virginia Holmes
Ms. Marilyn Woods
Ms. Nancy Stevenson
Ms. Ella Bedgood
Ms. Deborah Cody
Dr. Josie Williams
Ms. Kathing Gooding
Ms. Vicki Oglesby

The meeting was called to order at 10:15 a.m. by Vicki Oglesby. Mr. Bobby Walters, President of Paris Junior College, welcomed the committee to P.J.C. and emphasized the importance of the work to be accomplished by the 2+2 project.

Members of the committee then introduced themselves and explained their interest and area of expertise.

Vicki Oglesby reviewed some background information concerning articulation of programs and terminology frequently used to refer to various articulation efforts. Bill Lovelace then reviewed the specifications for the Texas Education Agency proposal and the Coordinating Board proposal and explained how each project task relates to those specifications.

In the discussion which followed several committee members expressed concern that students are penalized for following a vocational track in the secondary school because the grade point average of the student is negatively impacted. The suggestion was made that students be able to receive health or science credit for the health occupations course. As the discussion continued, the need to improve the image of vocational education was stressed. At this point the committee adjourned for lunch.

Following lunch, the committee reconvened. Vicki Oglesby briefly explained the eleven tasks to be completed under this project.

Additional discussion included the need to train people at all levels because there are jobs to be done at all levels; the need for a core curriculum that would address all levels, and the need to emphasize not only the technical aspects of training, but the personal, caring aspects as well.

The suggestion was made that team leaders assist the committee in conducting a survey of the health industry in each community which is represented on the committee. That suggestion was accepted by the group.

It was agreed that a roster of the committee members, the names and responsibilities of staff members and a new time-line proposed would be mailed to committee members along with minutes from this meeting.

The meeting adjourned at 2:45 p.m., on October 26, 1988

Respectfully submitted,

Victoria Oglesby

Victoria Oglesby, Co-director

Ken Emery

Ken Emery, Co-director

Minutes of 2nd TAC Meeting for (HOP) Health
Occupation Project

David Ingram, Principal Investigator of HOP opened (called to order) the 2nd TAC meeting on January 18, 1989 in the Alford Center of PJC at 10:00 a.m.

Present:

Mr. Gary Tucker	Mr. Barry Russell
Ms. Robbie Franklin	Dr. Sara Barnett
Dr. Josie Williams	Dr. Bill Lovelace
Ms. Virginia Holmes	Mr. Ladayne Johnson
Mr. Leonard Harcrow	Mr. Ken Emery
Ms. Marilyn Woods	Ms. Barbara Robertson
Ms. Billie Viehe	Ms. Deborah Cody
Mr. Michael Dennehy	Ms. Ella Roth Bedgood
Ms. Cynthia Emerson	Ms. Nancy Steveson
Ms. Jane Tangney	Ms. Vicki Oglesby
Ms. Sandy Lutrull	Ms. Cora Clay
Mr. David Ingram	

President of PJC, Mr. Bobby Walters welcomed 23 members of the TAC to the campus.

Ms. Cora Clay a representative from Board of Nurse Examineers was introduced as a new TAC member and welcomed to the group.

Staff members of HOP were introduced:

Barbara Robertson
Deborah Cody
Bill Lovelace
Sara Barnett - 3rd party evaluator

Included were curriculum writers:

Nancy Stevenson	secondary writer
Cynthia Amerson	post secondary writer

David Ingram explained that a survey instrument had been developed, administered and returned to HOP. Five communities of the NE Texas Region were represented including Paris, Mt. Pleasant, Marshall, Atlanta, and Texarkana. A 25% survey response was returned.

The TAC was presented with survey information in order to choose the priority health occupations so that curricula may be developed.

Some discussion followed on employment of handicapped individuals.

Nursing was spotlighted as the #1 "need" in health occupation field.

Staff recommendations were discussed by the TAC. Some certification options were added on the secondary level.

Nurse aide (geriatric) was mentioned as an occupation that may be certified at the secondary level. Staff members will attend a meeting in Austin regarding new 80 hours standards for nurse aide on Wednesday, January 25, 1989.

Ken Emory mentioned that recruitment will be a crucial part of this project. David Ingram agreed on this remark and added that prerequisites must be in place before a student can be accepted into the Health Occupations Program.

HOP, was pointed out as being an articulated curriculum, not an articulated program between institutions.

Discussion by TAC Members

TAC members commented as medical employers and nursing educators, that they prefer personnel with strong academic science/math backgrounds, especially anatomy and psychology over the student with basic "skills". They felt that the basics (academic) would take them through grades 13 and 14 or nursing school more expediently than would knowledge of vital signs or other basic nursing skills.

Career exploration was sited as being an important portion of this project. HO does provide this aspect through clinical rotations.

It was brought up by TAC members that health careers are really for high "achievers". The nature of the job demands it --- stress levels, hours worked etc. "Bright" people are needed in these fields. They mentioned that we must promote certain aspects that are good in health occupations to these "bright" students.

Post-secondary counselors mentioned that to receive an associate degree that the TASP examination must be achieved. That would affect the ADN programs.

David Ingram then addressed the TAC to determine and endorse which occupations are the priorities. David Ingram polled and questioned the TAC on the priority occupation. They approved the recommendation made by the staff, but questioned the Medical Office Procedures. It was mentioned that different or additional prerequisites would need to be

listed, to include both health and business competences. Billie Viehe moved that the three priority areas will be accepted as proposed by the HOP staff on January 18, 1989. (Attachment)

Sandi Luttrell - 2nd.

Committee voted unanimously for the three priority areas and the secondary certifications options to be developed as the 2+2 Articulated Curriculum. Curriculum will be developed beginning with priority I Occupations. The staff will complete as many of the priority occupations, as approved, in the remaining time of the fiscal year.

Curriculum group will meet in Mt. Pleasant at NTCC on January 21, 1989 to begin work.

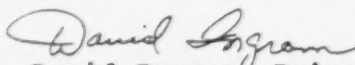
Project contracts were discussed as well as basic timelines and deadlines. The timelines will be amended including products and tasks. In June 1989 a new application will be submitted for year two, for the continuation of the project.

The TAC must approve each product produced by the staff. It will be important that the committee members respond to the mailouts. Information will also be disseminated by a newsletter.

David Ingram made closing remarks and thank yous and expressed a positive attitude about the project.

Meeting adjourned.

Respectfully submitted



David Ingram, Principal Investigator
2+2 Health Project

Minutes of Technical Advisory Committee (TAC)
"2+2" Articulated Health Occupations Project

David Ingram, Principal Investigator of the project opened (called to order) the 3rd meeting of the TAC on April 21, 1989, in the Alford Center of Paris Junior College at 10:00 a.m.

Present:	Mr. Gary Tucker	Ms. Barbara Robertson
	Ms. Robbie Franklin	Ms. Nancy Stevenson
	Dr. Josie Williams	Ms. Jane Tangey
	Ms. Billie Veihe	Ms. Vicki Oglesby
	Dr. Sara Barnett	Ms. Linda Gordan
	Dr. Bill Lovelace	Mr. David Ingram
	Mr. Ken Emery	

A new member, Ms. Linda Gordan, from Texas High School in Texarkana was introduced and welcomed to the committee.

Mr. Kenneth Emery, Vocational Director of Paris I.S.D., and Co-Director of HOP welcomed the TAC to Paris.

The TAC was presented with packets of products which had been completed by the staff. They were submitted for review discussion on approval by the committee.

The committee was given an update on our standing with the funding organizations. Amendments have been submitted, requesting adjustments of timelines and products due to the delayed processing of the contract by the Texas Education Agency. No word has been received regarding the Amendments. It was announced that the staff would continue to accomplish as much of the projects task as possible by June 30, 1989.

Mr. Ingram, announced that the TAC would be called together again the middle of May to review and approve those products that will be submitted to the Texas Education Agency and the College Board in a final report for the fiscal year 1988-89.

Voted on an approved were the following:

- Curriculum Goal
- Curriculum Objective
- Occupational Titles
- Curriculum Outline For Licensed Vocational Nurse
- Using the term patient rather than client throughout the project.

There was a lengthy discussion as to whether the Nurse Aide Competencies should be taught during the 11th grade year. (Medical Careers I). It was determined that the state mandated number of hours for eligibility to take the examination could more than adequately be met during the 11th grade year. If taught during the 11th grade it would provide students who might

drop out of school with a saleable skill. However, it was not the committee's intention of encouraging dropouts. Mr. Emery stated that in his opinion this would not be a deciding factor to cause students to drop out.

The motion was made and approved unanimously that the Competencies for Nurse Aide be taught at the 11th grade.

Job descriptions for RN and LVN were voted on and accepted with changes recommended by the committee.

It was recommended that the staff revise the course objectives for Medical Careers I and II.

It was also recommended that the three tracts for high school graduation be added to the secondary course requirements.

The committee recommended that the communications course at the postsecondary level be in written and verbal abilities.

It was recommended that an Introduction to Computer Science course be included as a support course for the RN Curriculum.

The staff was instructed to evaluate the competencies for the RN to see if enough competencies were included for Basic Statistical Math and Pharmacology. If not, attempt to add more competencies in the courses already identified.

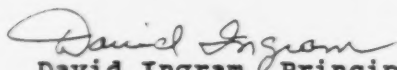
The secondary curriculum for the Nurse Aide was approved as presented.

The committee chose to take home and further review the competencies as presented for the RN, LVN and Nurse Aide and reply to David Ingram of any suggested changes.

Ingram made closing remarks and thanked the committee for their time and dedicated efforts.

The meeting adjourned at 2:30 p.m.

Respectfully Submitted


David Ingram, Principal Investigator
2+2 Health Project

**Minutes of Technical Advisory Committee (TAC)
"2+2" Articulated Health Occupation Project**

David Ingram, Principal Investigator of the project opened (called to order) the 4th meeting of the TAC on May 26, 1989, in the Alford Center on the Paris Junior College Campus at 10:00 a.m.

Present:	Mr. Gary Tucker	Ms. Cynthia Amerson (staff)
	Ms. Virginia Holmes	Dr. Bill Lovelace (staff)
	Mr. Leonard Harcrow	Ms. Barbara Robertson (staff)
	Ms. Billie Viehe	Ms. Deborah Cody (staff)
	Dr. Carrie Nelson	Ms. Nancy Stevenson (staff)
	Mr. Ladayne Johnson	Mr. David Ingram (staff)
	Mr. Ken Emery	Dr. Sara Barnett - Project
	Ms. Ella Ruth Bedgood	3rd Party Evaluator

Mr. Ingram welcomed the committee to the 4th and final meeting for the fiscal year 1988-89. He expressed appreciation to the committee members for their valuable input, leadership and guidance throughout the year. He also asked that the committee members continue to serve on the Advisory Committee, provided that the project contracts were approved for the 1989-90 fiscal year. If awarded work will begin (continue) on July 1, 1989.

Dr. Carrie Nelson, Project Director, from the College Coordinating Board was introduced and welcomed to the meeting. Her presence, input, and concerns regarding the project is appreciated.

Appreciation was also extended to Dr. Sara Barnett, the project 3rd party evaluator for her attendance at all 4 meetings. As 3rd party evaluator Dr. Barnett could not participate as an advisory committee member, but her genuine concern about the project is evident.

Mr. Paul Trull, Assistant Superintendent of the Paris Independent School District, was recognized and welcomed to the meeting.

The minutes of the last TAC meeting (April 21, 1989) were approved as printed.

Mr. Ingram reported on the Interim Progress Report that was sent to Project Directors of the Texas Education Agency and College Coordinating Board on May 8, 1989. Recommended revisions as made by the TAC at the April 21 meeting had been made. Dr. Carrie Nelson, after reviewing the report, expressed some concerns in a telephone conversation on May 15, 1989. Her concerns resulted in revisions of the following:

- Added the number of semester hours to course description of Nursing Through the Life Span (NTLS)

- Deleted from the course descriptions, Entry to Vocational Practice and Entry to Professional Practice the statement that a review of the State Board Examination would be included in the courses.

- Postsecondary support courses for the LVN program had been left off. Support courses added were:

Anatomy and Physiology I	4 hrs
Introduction to Psychology	3
Anatomy and Physiology II	4
Human Growth and Development	3
Nutrition	3
plus	<u>17</u>
LVN Nursing Courses	<u>25</u>
Total	42 hrs

Discussion then centered on the prerequisites that had been listed for the RN, LVN and Nurse Aide. After a lengthy discussion it was decided that prerequisites would be listed for the RN program only, since the RN program (at the present time) is the only true 2+2 Articulated program. It was decided that only Math and Science prerequisites would be specified since the liberal arts courses were already required for high school graduation.

Math and Science prerequisites for the 2+2 RN program are:

Algebra I	Physical Science
Geometry	Biology
Algebra II	Chemistry
	Anatomy and Physiology or Biology II

It is to be a student, teacher, counselor function to alter the student's choice and selection of courses if there is mutual agreement that the student is not pursuing the 2+2 Articulated Curriculum for a Registered Nurse.

Also it will be the student, parent, counselor decision to make the determination which of the plans for graduation that the student selects for high school graduation.

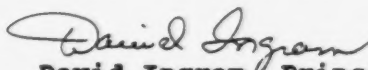
Competencies that were included in the original listing for occupations other than the Nursing program will be removed from the list, with total emphasis placed on the Nursing Curriculum. Competencies and curriculum for the other identified occupations will be developed later.

The staff will continue to develop the Nursing Curriculum, with plans to implement that curriculum at the 11th grade in September 1989. Implementation will be with the secondary and postsecondary schools that are represented on the Advisory Committee.

Mr. Ingram announced that grant proposals for fiscal year 1989-90 had been submitted to the College Coordinating Board and Texas Education Agency for continued 2nd year funding. Should contracts be awarded work will begin (continue) on July 1, 1989.

There being no further business or discussion the meeting was adjourned.

Respectfully Submitted



David Ingram, Principal Investigator
2+2 Health Project

APPENDIX B

Community Occupational Survey Form



PARIS JUNIOR COLLEGE

2400 CLARKSVILLE STREET
PARIS, TEXAS 75460-6298
214-735-7601

TO: Technical Advisory Committee Members
FROM: *DI* David Ingram - Principal Investigator
Subject: Survey Instrument
Date: November 11, 1988

The attached survey form has been developed for use in the communities that are participating in the 2+ 2 project survey.

Three data sheets have been developed to aid in the initial tabulation and subsequent reporting of the survey data. The first sheet, labeled A, serves to identify the employer and enables him/her to present his/her views concerning the need for vocational education programs for present and potential employees. The remaining sheets provide for information relating to the handicapped and a projection for personnel needed for the specific occupations listed based on short and long range employment.

When the survey instruments have been returned the results will be tabulated. This will give us the information needed to begin our curriculum development.

Since we are getting off to a late start on the project, I urge you to take a good look at the instrument make any comments or suggestions and return to me by Friday, November 18, 1988. Should I not receive a response from you, I will assume that the instrument has your stamp of approval.

Thank you for your participation on this project.

GENERAL DATA
COMMUNITY OCCUPATIONAL SURVEY
(Sheet A)

NAME OF BUSINESS _____

P. O. BOX _____

STREET _____

CITY _____ ZIP _____

TELEPHONE _____

PERSON COMPLETING SURVEY _____

TITLE _____

NEAREST INDEPENDENT SCHOOL DISTRICT _____

TYPE OF BUSINESS _____

DOES YOUR BUSINESS HAVE A TRAINING PROGRAM FOR BEGINNERS?

YES _____ NO _____

DESCRIBE TYPE OF TRAINING PROGRAM _____

LIST TRAINING ACTIVITIES OR PROGRAMS WHICH WOULD CONTRIBUTE TO BUSINESS
AND EMPLOYEES SUCCESS.

COMMUNITY OCCUPATIONAL SURVEY
(Sheet B)

1. Do you presently employ handicapped individuals? _____
2. Please list the jobs for which you presently employ or you would hire a handicapped individual.

3. Please place a check mark beside the appropriate kinds of handicapping conditions of employees you presently hire or feel that you might hire.

- _____ Mentally retarded
- _____ Hard of hearing
- _____ Deaf
- _____ Speech Impaired
- _____ Visually handicapped
- _____ Seriously emotionally disturbed
- _____ Orthopedically impaired
- _____ Other health impaired or persons with specific learning disabilities
- _____ Specific learning disability
- _____ Deaf/Blind
- _____ Multihandicapped

COMMUNITY SURVEY FOR HEALTH OCCUPATIONS

Please identify your need for new employees on an immediate basis and long range basis. Identify the need for new employees for each of the occupations listed below. If you employ individuals in other health occupations that are not listed, please write in the occupation (job) title and show the need for new employees.

OCCUPATION	NUMBER OF NEW EMPLOYEE VACANCIES					
JOB TITLE	IMMEDIATE EMPLOYMENT NEEDS	LONG RANGE EMPLOYMENT NEEDS				
		1 yr.	2 yr.	3 yr.	4 yr.	5 yr.
Associate Degree of Nursing						
Dental Assisting						
Dental Hygiene						
Dialysis Tech.						
EEG Tech.						
EKG Tech.						
EMT - Basic						
EMT - Paramedic						
EMT - Special Skills						
Exercise Physiology						
Geriatric Aide						
Licensed Voc. Nurse						
Medical Lab. Tech.						
Medical Off. Mgmt.						
Medical Records Clerk						
Nurse Aide						
Optician Dispensing I						
Pharmacist Asst.						
Pharmacy Tech.						
Phlebotomist						
Physical Therapy Assistant						
Radiology Tech.						
Reg. Respiratory Therapist						
Speech/Hearing Therapy Aide						
Surgical or Operating Room Technician						
Transcriptionist						
Unit Clerk						
Occup. Therapist						
Certified Resp. Therapist						
Admitting Ins. Clerk						
Reg. Occupational Therapist						

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50

APPENDIX C

Profile Nursing Competencies

**Profile of Competencies
for
Nurse Aide, Licensed Vocational Nurse and Registered Nurse**

	NA	LVN	RN
1. Identify emergency equipment	x	x	x
2. Identify simple anatomy, physiology, and pathophysiology of body systems	x	x	x
3. Identify abnormal\normal vital signs	x	x	x
4. Perform techniques for assessing vital signs	x	x	x
5. Utilize and demonstrate communication equipment specific to health occupations	x	x	x
6. Acquire BCLS certification - AHA course C standards	x	x	x
7. Demonstrate and perform basic first aid	x	x	x
8. Identify the fundamentals of nutrition	x	x	x
9. Discuss personal characteristics of a health care worker.	x	x	x
10. Demonstrate appropriate personal appearance of a health care worker.	x	x	x
11. Perform all types of patient baths	x	x	x
12. Assist patient in/out of bed	x	x	x
13. Administer range of motion	x	x	x
14. Prevent pressure areas	x	x	x
15. Assist with walking with support devices	x	x	x
16. Demonstrate skills characteristics and responsibilities of leaders and effective group members	x	x	x
17. Administer enemas	x	x	x

		NA	LVN	RN
18.	Irrigate the vagina	x	x	x
19.	Correctly makes different types of beds	x	x	x
20.	Measure and record intake and output	x	x	x
21.	Demonstrate a knowledge of parliamentary procedures	x	x	x
22.	Label specimens collected	x	x	x
23.	Measure weight	x	x	x
24.	Measure height	x	x	x
25.	Employ proper hand washing	x	x	x
26.	Discuss fire and tornado safety procedures	x	x	x
27.	Communicate patients rights	x	x	x
28.	Identify the components of patient bill of rights	x	x	x
29.	Identify and maintain types of isolation	x	x	x
30.	Assist a falling patient	x	x	x
31.	Care for patient during seizure	x	x	x
32.	Maintain equipment and supplies	x	x	x
33.	Assist patients with elimination	x	x	x
34.	Perform hygienic care for skin, hair, mouth, perineum and feet	x	x	x
35.	Remove irritants and cleans the environment	x	x	x
36.	Transfer/transport patients within an agency	x	x	x
37.	Feed patient	x	x	x
38.	Change clothing	x	x	x

		NA	LVN	RN
39.	Inform patients about hospital surroundings	X	X	X
40.	Administer backrubs	X	X	X
41.	Discuss health care hierarchy	X	X	X
42.	Transfer or discharge out of agency	X	X	X
43.	Provide postmortem care	X	X	X
44.	Serve and collect food trays	X	X	X
45.	Conduct concurrent and terminal disinfection	X	X	X
46.	Obtain guidance for difficult communication	X	X	X
47.	Induce deep breathing and coughing exercises	X	X	X
48.	Prepare for effective citizenship and for participation in our democratic society	X	X	X
49.	Communicate with patients who have sensory disorders	X	X	X
50.	Identify world wide and community health organizations	X	X	X
51.	Identify systems that finance health care	X	X	X
52.	Utilize correct telephone skills	X	X	X
53.	Identify health care specialities	X	X	X
54.	Describe and practice safe working environment	X	X	X
55.	Describe legal responsibilities for health care workers	X	X	X

		NA	LVN	RN
56.	Determine components of the metric system	x	x	x
57.	Interpret personal reaction to illness and disability	x	x	x
58.	Identify individual cultural, religious and socio-economic differences in people	x	x	x
59.	Develop appropriate and effective written, oral and nonverbal communication skills	x	x	x
60.	Determine own strengths and limitations	x	x	x
61.	Identify sterilization and disinfection techniques	x	x	x
62.	Position and turn patients	x	x	x
63.	Support body parts	x	x	x
64.	Demonstrate techniques and skills for employment .	x	x	x
65.	Define ethical and legal issues	x	x	x
66.	Utilize proper body mechanics	x	x	x
67.	Discuss effective modes of communication with peers and supervisors	x	x	x
68.	Identify common household and apothecary measurements	x	x	x
69.	Demonstrate knowledge of medical terminology	x	x	x
70.	Identify and demonstrate an understanding of the organizational structure of the health care institution	x	x	x

	NA	LVN	RN
71. Provide psychological support	x	x	x
72. Assure patient's safety	x	x	x
73. Demonstrate patient restraint methods during nursing procedures	x	x	x
74. Assess the patient to determine the appropriate method of communication	x	x	x
75. Maintain proper body alignment	x	x	x
76. Provide care for patients with sensory disorders	x	x	x
77. Provide for patient privacy	x	x	x
78. Perform sugar acetone determination	x	x	x
79. Support the terminally ill and significant others	x	x	x
80. Apply athrombic hose and binders	x	x	x
81. Provide nail care	x	x	x
82. Use written communication to validate verbal messages	x	x	x
83. Plan and conduct leadership activities	x	x	x
84. Evaluate care plans with an RN		x	
85. Discuss components of the Vocational Nurse Act		x	
86. Practice nursing within the ethical legal framework of the vocational nurse		x	
87. Assess and intervene in cardiovascular illness		x	x
88. Perform neuro check		x	x
89. Insert and care for patients with airway devices		x	x

	NA	LVN	RN
90. Administer care for impaled objects		X	X
91. Determine assessment parameters for emergency settings		X	X
92. Determine appropriate interventions for a variety of medical emergencies		X	X
93. Employ procedures to deal with attempted suicide victims		X	X
94. Employ procedures to deal with psychotic break		X	X
95. Employ procedures to deal with drug related emergencies		X	X
96. Identify characteristics of a premature infant		X	X
97. Provide emergency care for trauma of all body systems		X	X
98. Provide care for victims of hot and cold injuries		X	X
99. Assist in emergency childbirth		X	X
100. Insert, maintain and remove nasogastric tubes		X	X
101. Prepare skin for aseptic procedures		X	X
102. Utilize proper interventions in the care of pediatric patients		X	X
103. Utilize hot/cold therapies		X	X
104. Irrigate open wounds		X	X
105. Give Ostomy care		X	X
106. Maintain skeletal/skin traction		X	X
107. Administer gastric gavage and lavage		X	X
108. Perform tracheostomy care		X	X

	NA	LVN	RN
109. Perform cystocatheter care		X	X
110. Conduct postural drainage		X	X
111. Irrigate the throat and mouth		X	X
112. Irrigate eyes		X	X
113. Maintain patency of tubes		X	X
114. Conduct suctioning techniques		X	X
115. Insert rectal tubes		X	X
116. Help patient select food		X	X
117. Interpret nutritional value of food		X	X
118. Compose nurses notes		X	X
119. Measure apical-radial pulse		X	X
120. Observe neurological function		X	X
121. Measure FHT		X	X
122. Measure sight		X	X
123. Obtain cultures		X	X
124. Auscultate breath sounds		X	X
125. Assist physicians with procedures and exams		X	X
126. Measure hearing		X	X
127. Assess cardiac status		X	X
128. Transcribe physicians/orders		X	X
129. Pours sterile solutions		X	X
130. Operate special beds		X	X
131. Apply water to oxygen humidifier		X	X
132. Assess patient for food allergies		X	X

	NA	LVN	RN
133. Advise patients of evacuation procedures		X	X
134. Communicate hospital regulations		X	X
135. Store stock drugs		X	X
136. Inventory patient possessions		X	X
137. Store patient's possessions in safe		X	X
138. Inform patient about health promotion		X	X
139. Explain reasons for procedures and examinations		X	X
140. Communicate activities during and after procedures and exams		X	X
141. Obtain consent for nursing care		X	X
142. Select the medication route when two are prescribed		X	X
143. Initiate, maintain and discontinue intravenous infusions		X	X
144. Recognize adverse reactions to IV therapy		X	X
145. Administer compresses,soaks and packs		X	X
146. Administer medication by all routes		X	X
147. Prepare medication for administration		X	X
148. Administer oxygen through a variety of devices		X	X
149. Administer post operative care		X	X
150. Adjust posture and balance during ambulation		X	X
151. Change sterile dressings		X	X
152. Administer preoperative care		X	X
153. Preform technique for catheterizatton		X	X

	NA	LVN	RN
154. Check circulation of patients with orthopedic devices		X	X
155. Conduct intermittent/continuous bladder irrigation		X	X
156. Pack deep wounds		X	X
157. Observe signs of patient condition deteriorating		X	X
158. Calculate drug dosages		X	X
159. Conduct shock and circulatory assessment		X	X
160. Assess fluid and electrolyte balance		X	X
161. Communicate with patients demonstrating defense mechanisms and psychosocial problems that affect interaction		X	X
162. Convert English and metric measurements		X	X
163. Complete inter-departmental requisitions		X	X
164. Disseminate reports to appropriate units		X	X
165. Identify needs and provide psycho-social support to families		X	X
166. Define legal terminology specific to health care		X	X
167. Discuss health care past and present		X	X
168. Determine a healthy diet with the RDA of nutrients for all age groups		X	X
169. Communicate terms related to asepsis		X	X
170. Identify defense mechanisms against disease		X	X
171. Identify and support philosophies of health care		X	X
172. Perform head to toe patient assessment		X	X

	NA	LVN	RN
173. Identify anatomy pertaining to pregnancy and childbirth		X	X
174. Distinguish between the stages of labor and delivery		X	X
175. Perform chemical confirmation for occult blood in body secretions		X	X
176. Update and alter care plans to meet patient's changing needs		X	X
177. Recognize method to prevent exposing self and others to legal problems		X	X
178. Position patient to promote optimum ventilation		X	X
179. Report questionable activities of self and others to supervisor		X	X
180. Suggest alternatives in pharmacotherapy when appropriate		X	X
181. Admit and discharge patient		X	X
182. Discuss effective modes of communication with those patients having difficulty		X	X
183. Translate a medical term into a language that a patient can understand		X	X
184. Demonstrate an understanding of the meaning of commonly used medical abbreviations and symbols		X	X
185. Translate medical orders which include abbreviations and symbols into non-medical language		X	X
186. Provide beginning patient education consistent with knowledge base		X	X
187. Categorize infectious agents and their modes of transmission		X	X
188. Utilize procedures for infection control		X	X

	NA	LVN	RN
189. Respond in a thorough manner to patient questions		X	X
190. Demonstrate handling of routine office record keeping		X	X
191. Identify common diets related to alterations in health		X	X
192. Verbalize the rules of sterile techniques		X	X
193. Remove sterile clips or sutures		X	X
194. Recognize how different diseases might alter vital signs		X	X
195. Report vital signs that are significant to disease process or worsening condition		X	X
196. Demonstrate repetition of vital signs that are questionable or abnormal		X	X
197. Identify types and functions of enemas		X	X
198. Perform beginning assessment skills		X	X
199. Sterilize equipment and supplies		X	X
200. Adapt procedures to pediatric patients		X	X
201. Implement measures to restore optimum mobility		X	X
202. Teach patient pain management techniques		X	X
203. Evaluate patient's response to nursing measures for controlling pain		X	X
204. Assist patients with prosthetic equipment		X	X
205. Utilize results of diagnostic exams in planning care for patients		X	X
206. Identify patient needs related to body image		X	X

	NA	LVN	RN
207. Recognize symptoms of impending emergency illness		X	X
208. Demonstrate care of fractures on stable patients		X	X
209. Evaluate airway effectiveness		X	X
210. Analyze patient body alignment to determine effectiveness of positioning		X	X
211. Extract appropriate nursing diagnosis and interventions from information gathered in assessment and interview		X	X
212. Assess for abnormalities affecting bandages and dressings		X	X
213. Safely adapt procedures to meet individual patient needs		X	X
214. Develop plans of care for patients with a variety of medical surgical illness within all body systems		X	X
215. Define medical terminology related to each body system and specialty area of nursing practice		X	X
216. Evaluate patients for complications following hot/cold therapy		X	X
217. Recognize personal ethical framework		X	X
218. Provide coordinated and continuous patient care		X	X
219. Participate in multidisciplinary team conferences		X	X
220. Plan, implement, and evaluate measures to control infection		X	X
221. Plan care for individual patient		X	X
222. Participate in communication of patient data, through charting and reporting		X	X
223. Prepare patients for diagnostic exams		X	X

	NA	LVN	RN
224. Check emotional/psychological readiness, for surgery, treatments, or procedures		X	X
225. Plan and implement preparation for surgery, treatments and procedures		X	X
226. Maintain surgical asepsis for necessary procedures		X	X
227. Report alterations in level of consciousness		X	X
228. Suction a patient's airway		X	X
229. Identify needs occurring in acute or chronically recurring physiologic conditions		X	X
230. Plan measures to prevent or control alterations due to acute or chronically recurring physiologic conditions		X	X
231. Implement measures to maintain or restore integrity of all body systems		X	X
232. Demonstrate bladder irrigation		X	X
233. Perform tube feedings		X	X
234. Differentiate between types of gastrointestinal tubes		X	X
235. Plan measures to improve patient's appetite		X	X
236. Modify nutritional intake to promote fluid and electrolyte balance		X	X
237. List types of therapeutic tests and indications for each		X	X
238. Select foods to meet requirements of therapeutic diets		X	X
239. Identify conditions that can modify nutritional intake		X	X
240. Evaluate patients fluid status		X	X
241. Assess patient for symptoms of substance abuse		X	X

	NA	LVN	RN
242. Assess patient's potential for violence		X	X
243. Assess environment of suicidal patients for hazards		X	X
244. Assist a patient in maintaining psychosocial adaptation		X	X
245. Provide the patient choices for alternate behaviors		X	X
246. Provide warmth for neonates		X	X
247. Evaluate temperature stability of neonates		X	X
248. Perform perineal care in postpartum patients		X	X
249. Administer breast care		X	X
250. Encourage diet modification for post partum recovery		X	X
251. Encourage postpartum activity regime		X	X
252. Compare physical growth and development to normal values		X	X
253. Analyze patient's ability to perform self-care		X	X
254. Provide teaching about personal hygiene		X	X
255. Assess patient's ability to cope with related anxiety		X	X
256. Record observations regarding patient behavior		X	X
257. Assess patient's needs for altered sensory stimulation		X	X
258. Assess parenting skills regarding feeding, bonding, and care of neonates		X	X
259. Perform neonatal assessment		X	X

	NA	LVN	RN
260. Assess physiological, psychosocial and environmental needs of antepartum, delivery, and postpartum		X	X
261. Record APGAR scores		X	X
262. Perform neonatal measurement		X	X
263. Demonstrate identification of newborns		X	X
264. Perform dosage calculation		X	X
265. Identify terminology common to pharmacology		X	X
266. Relate classification, generic name, trade name, side effects, normal dosage, adverse reactions, and nursing implications for commonly used medications		X	X
267. Promote mobility at appropriate level to patients with alterations in physiologic homeostasis		X	X
268. Provide patient education related to medications		X	X
269. Utilize the five rights of medication administration		X	X
270. Assess patients for complications related to mobility		X	X
271. Manage traction equipment		X	X
272. Provide care for patients with casts		X	X
273. Properly position patients with impairment of musculoskeletal or neurologic systems		X	X
274. Assess tolerance of physical activity		X	X
275. Plan and implement nursing care to promote rest		X	X
276. Assess wound healing		X	X
277. Promote maintenance of skin integrity		X	X

	NA	LVN	RN
278. Utilize NANDES or other approved list of nursing diagnoses		X	X
279. Demonstrate surgical bandaging techniques		X	X
280. Assess for post-operative complications		X	X
281. Teach patients about use of special beds		X	X
282. Initiate therapy with special beds		X	X
283. Describe components of an emergency birth		X	X
284. Apply theories of growth and development to giving nursing care		X	X
285. Recognize differences in assessment and diagnostic values for different age groups		X	X
286. Provide opportunity for continued development while in health care sitting		X	X
287. Provide for special needs of the elderly		X	X
288. Identify disease process more common in pediatric patients		X	X
289. Communicate with patients who are acting out		X	X
290. Communicate with manipulative patients		X	X
291. Implement standardized teaching plans		X	X
292. Describe pathophysiology for illness of all body systems		X	X
293. Relate major medical treatment regimes		X	X
294. Recognize behaviors common to groups of psychiatric disorders		X	X
295. Measure fetal heart tones		X	X

	NA	LVN	RN
296. Perform cord care		X	X
297. Demonstrate an awareness of differing needs across the lifespan		X	X
298. Analyze physical differences between age groups		X	X
299. Discuss various theories and approaches to nursing		X	X
300. Interpret laws pertaining to nursing		X	X
301. Become familiar with ethical/moral and cultural ideologies common in today's society		X	X
302. Utilize care plans in existence		X	X
303. Implement care plan based on desired outcomes		X	X
304. Manage and collect data about drains, tubes and secretions		X	X
305. Define when restraint of patients is necessary		X	X
306. Apply sterile gloves and gowns		X	X
307. Evaluate patients compliance with prescribed diet		X	X
308. Report adverse reactions from medication and seeks further assistance		X	X
309. Evaluate measures to control bleeding		X	X
310. Demonstrate appropriate interventions for symptoms of illness		X	X
311. Monitor for complications of procedures effecting elimination		X	X
312. Define steps of the nursing process		X	X
313. Perform triage			X

	NA	LVN	RN
314. Employ procedures to deal with crisis intervention			X
315. Analyze laboratory and diagnostic data			X
316. Interpret for others their scope and function			X
317. Evaluate emergency performance			X
318. Uses a knowledge of anatomy and physiology to promote patient teaching			X
319. Using an advanced knowledge of anatomy and physiology, evaluate the body's response to illness			X
320. Evaluate vital signs in relation to their use as diagnostic data regarding patient's health needs			X
321. Evaluate bandages applied for effectiveness			X
322. Design evacuation plans			X
323. Appraise care of fractures for effectiveness			X
324. Perform detailed head to toe assessment and interviewing			X
325. Develop teaching plans for patients with medical - surgical or obstetrical needs			X
326. Analyze symptoms to determine appropriateness of hot or cold therapy			X
327. Take corrective measures for patients with complications involving orthopedic appliances			X
328. Assess knowledge level in staff and patients in all areas of nursing practice			X
329. Plan measures to assist patients and staff members to accomplish goals.			X

	NA	LVN	RN
330. Evaluate extent that expected outcomes are achieved			X
331. Participate in quality assurance procedures within a health care institution			X
332. Utilize available reference material to develop, support, and evaluate nursing care and therapies			X
333. Verify patient and significant others have informed consent			X
334. Evaluate preparation for surgery, treatments, and procedures			X
335. Utilize the nursing process to assist patients in maintaining physiological integrity			X
336. Notify physician regarding changes in patients condition			X
337. Alter intravenous rate in response to patients condition			X
338. Evaluate patient response to total parenteral nutrition			X
339. Attach monitoring equipment to a patient			X
340. Interpret central venous pressure readings			X
341. Manage emergency situations until a physician arrives			X
342. Perform discharge teaching for patients with on going needs			X
343. Evaluate effectiveness and completeness of therapeutic diet			X
344. Evaluate impact of therapeutic interventions for suicidal patients			X
345. Teach significant others techniques for managing difficult behavior			X

	NA	LVN	RN
346. Counsel patients with problems related to substance abuse			X
347. Teach pain control methods during labor			X
348. Teach neonatal care to primary care givers			X
349. Teach sex education classes			X
350. Plan guidance for developmental transitions			X
351. Assess attitudes toward various birth control measures			X
352. Identify patient problems related to sexuality or reproduction			X
353. Counsel patients who are trying to lose or gain weight			X
354. Assess ability of low income patient's to meet nutritional needs			X
355. Provide patient education relating to medication			X
356. Plan bowel and bladder retraining			X
357. Teach relaxation techniques			X
358. Teach communication skills			X
359. Teach childbirth classes and prenatal care sessions			X
360. Deliver a neonate			X
361. Analyze family role adaptations when family dynamics change			X
362. Withhold medications if patient presents adverse reactions and seek further assistance			X
363. Suggest alterations in pharmacotherapy when appropriate			X
364. Discuss principles of traction management			X

	NA	LVN	RN
365. Evaluate preventative care			X
366. Evaluate patients use of over the counter medication and home remedies			X
367. Perform home safety teaching			X
368. Discuss components of the Nurse Practice Act			X
369. Practice nursing within the ethical legal framework of professional nurse			X
370. Manage peritoneal dialysis			X
371. Evaluate effectiveness of special beds			X
372. Evaluate sterile procedures performed by self and others			X
373. Express understanding of chemical processes within the body			X
374. Apply the Nursing Process with nursing audits			X
375. Record baseline data for behavior modification programs			X
376. Ensure adherences to nurse practice act by self and others			X
377. Perform self-evaluation of care given			X
378. Evaluate the patients home for safety			X
379. Plan care for patients with multi-system and complicated disorders			X
380. Explain steps to stabilize life threatening illness within two minutes			X
381. Evaluate impact of therapeutic interventions			X
382. Develop teaching plans for patients with health care needs			X
383. Demonstrate resuscitation using AHA-ACLS approved procedures, medication and treatment			X